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ABSTRACT

This report is intended as a preliminary survey of the problems in the collection and sociological analysis of student slang. Dealing with the notion that every speaker handles a variety of registers and tends to choose among them in accordance with the particular social situation in which he finds himself, this study isolates some of the particular lexical varieties which compose the academic lingo of six American Eastern Seaboard colleges, particularly that of the University of Virginia. A series of questionnaires was developed and distributed among students at the schools (examples of which are included in the appendices) in order to elicit "the vital idiom of American college youth" and the contextual and circumstantial situations in which it is acquired and used within and without the linguistic community. It was hypothesized that each university community harbors its own unique set of academic lexical vocabulary which is fully intelligible only to initiates; this unique and elaborate lexicon thus serves to achieve group identity and has many other social implications. It was concluded that only through systematic and repeated oral and written confrontations can a linguist determine a student's knowledge and consistent application of the sociolinguistic rules governing his academic lexicon, both within and without the linguistic community. (Author/AM)

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SLANG IN THE HALLOWED HALLS OF LEARNING:

A SOCIOLINGUISTIC ANALYSIS

BEST COPY AVAILABLE

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Univerisity of Virginia

May 3, 1976

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AUTHOR'S NOTE: "Slang in the Hallowed Halls of Learning", by its very nature, deals with mature material which may not be suitable for younger or more prudish readers. Discretion is Advised.

RATED: R

> So much has been written about the oldest tradition at the U, a tradition older than frats, surely older than rolling, probably older than the now laid-to-rest patronage of Marguerite's House of Questionable Ladies by Questing Men, that I wonder if the keg has not run dry on this subject at least. Dope has a good fifty years of bullshit ahead of it, but alcoholic consumption and ensuing discussions have been around ever since First-Year-men tried to figure out why the Serpentine Wall takes fewer bricks than a straight wall, or since professors gave exams, or surely since men at the U worried about which of Marguerite's eight entrances or exits offered the most anonymity and the quickest path to the street.
>
> Bombed, bashed, blitzed, immobile, imbibed or inebriated--whatever description you choose, it can be applied to almost any past, present, or future U-man. As one of the more established imbibers put it, "Hell, show me one student here who is sober on Easter's weekend, and I'll guarandamntee you he's a woman." Whether "he" is a "she" or a half-and-half or whatever, is irrelevant; the point is that students here have been drinking some form of alcoholic beverage ever since T.J. sat back and sipped on his tankard of ale after blueprinting a squiggly line that was shorter than a straight line and--oh hell, give me a beer.

Paul Jones' comments on drinking traditions at the U, were written for the 1973 edition of the University of Virginia's yearbook, Corks and Curls. In studying the style of his composition, we note that in a brief statement he has been able to vividly characterize for us not only the long traditions associated with the University and the major preocupations of the students who attend, but also the true essence of life at the University of Virginia. But how is it possible that he did all this in two short paragraphs? Would it not take a Master's Thesis to characterize the true academic and cultural nature of a particular student body, not to mention their psychology and inner motivations? It is easy to see how Paul accomplished such a fantastic feat if we realize that his discussion of student life is not a dry, formal, systematic account of the student's interests, activities, and academic pursuits. As previously stated, such a description could be laboriously composed to disseminate the same factual

information, but it would not have nearly the same impact that Paul's characterization provides. What is it then, about the style of these paragraphs that gives them such intimate appeal and impact? The answer lies not in the "facts" themselves, but in the "flavor" conveyed by the author's choice of language and style. Frats, the "U", rolls, first-year men, Easter's, bombed and T.J. are not just a simple group of nouns and adjectives chosen out of thin air to describe university life. For the students of the University of Virginia, they have become the actual life, blood and soul of their university community, conjuring up real, personal experiences and deep individual emotions. And it is because the nature of the University is so intimately tied to its unique terminology that Paul's description instantly captures the attention and interest of every hard-core cavalier.

In pointing out the informal style of Paul's essay, we can appreciate that the success of any communicative effort depends not only on content, or meaning, of what is expressed but also on the form of expression. In any act of communication, then, it is necessary to select the lexical items (as well as the grammatical patterns*) appropriate to the situation. Dealing with the notion that each and every speaker handles a variety of registers and tends to choose among them in accordance with the particular social situation in which he finds himself, I have set myself the task of isolating the particular lexical varieties which compose the academic lingo of the University of Virginia. As language styles are known to vary according to the age, sex, occupation, etc., of those participating, they must also be differentiated according to their function under particular circumstances. It was with this in mind, then, that I studied several of the situations

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*The phonological and grammatical features of academic slang were not dealt with in this project, although they, like the lexical items, would also make a relevant and interesting study.

in which a college student may find himself daily. Whether in the classroom, at a party of friends, or in a formal interview, the college student coordinates his utterances to the basic aspects of the situation and with the expectations of those to whom he is speaking or writing. It is in this sense, then, that in the classroom he desires to speak effectively and "correctly" and will use familiar, standard words and idioms which are understood by most everyone. But in private conversation with a professor or a prospective employer (this pertaining to formal writing as well) where there is a desire to demonstrate and receive respect, he would want to utilize his most careful, formal speech style in attempts to convey his intellectual expertise and learned background. To his friends in the dormitory, though, he may introduce many slang expressions into his standard, colloquial speech since slang is normally appropriate only among those who know and use it. This paper will deal primarily with the latter situation, that is, with informal situations among peers which call for the use of slang. My primary purpose is not only to isolate the distinct academic "lingo" of the University of Virginia, but also to discover the social rules and norms for its use within the linguistic community.

Slang is generally a group phenomenon, defined (for my purposes here), as a set of words used by and identifiable with some particular sector of society. In fact, there are probably as many kinds of slang as there are separate social groups. In this sense, then, the slang of college students differs from that of their parents, or from that of high school students, and even from students who attend other colleges. Because slang is used in order to achieve identification with a group, it acts as a measure of social identity and cohesion. Of necessity, then, students from different colleges possess their own unique lexical varieties, even though much of it may be shared with other campuses. In discovering the important

role that a distinct "lingo" plays in the life of a University of Virginia student, then, I have made a distinction between those slang items shared by colleges on the East Coast (General American College Slang) and those relating solely to the particular campus and social life at the University of Virginia. For reasons to be discussed, I have found that U.Va. is unique in harboring a host of academic vocabulary, technical terms as well as slang, which are employed under very formal circumstances, as well as informal ones. This stable situation has its roots in the strong, but waning, traditionalism of the University.

PROCEDURES, METHODS AND PURPOSES

This project was intended as a preliminary survey of problems in the collection and analysis of student slang vocabulary. A good deal of work was required in preparing a suitable questionnaire which would elicit the local college slang of several institutions. It was found that a series of questionnaires was necessary in order to effect a comparative study and, hence, to isolate those items peculiar to the University of Virginia. The following materials were obtained from 17 undergraduate students at U.Va.--15 of whom are enrolled in the College of Arts and Sciences and 2 in the School of Commerce. Data was also collected from 10 students attending the Virginia Polytechnic Institute and State University and 10 from the University of Pennsylvania. The student sample was stratified by college and by sex within college, although detailed analyses according to these stratifications were not dwelled upon. Several of the students were interviewed orally after completing the questionnaire.

Although my study was primarily approached through a geographical point of view (i.e., by pinpointing the unique or restricted occurrences of lexical items from campus to campus), another interesting technique to the collection of college slang is "historical" in nature. Alan Dundes and Manuel R. Schornhorm have used

this historical-comparative process in comparing slang expressions at Kansas University. They wished to discover "how many of the slang expressions known by the undergraduates at Kansas University in 1926 were understood or utilized in 1962."[1] Due to the scope of this survey, it would be impossible for me to effect a similar study here. Even so, I completed a small project of a similar nature in February of 1974 in which I managed to collect some U.Va. student slang. Although I relied only on a handful of informants, this data, as preserved and recorded, should enable me to make some interesting comments on the changing trends of academic vocabulary at the University of Virginia.

Questionnaire Part I - Series A (See Appendix A) was devised to elicit a series of responses from University of Virginia students. In my attempts to present an informal situation where common slang items would be appropriate, students were urged to be frank and direct in answering.

Questionnaire Part I - Series B (See Appendix B) is a revised and modified version of Part I - Series A, which was distributed (through contacts) to students at the University of Pennsylvania and the Virginia Polytechnic Institute and State University.

Part II - Series A (Appendix A), the Interviewing Questionnaire, was administered only to University of Virginia students because of its length and the complicated nature of response required. (Had I been able to travel to the other schools, I would have administered this section personally to the students there; but as it was, I felt I was already imposing too much on my "contacts.") The responses to Part II were intended to indicate how academic vocabulary is modified, changed, or altogether avoided in a <u>formal</u> situation.

Further social situations were fabricated in Part III - Series A (Appendix A). Here, students were asked which slang words they would or would not use in talking to their parents. If an expression was avoided for fear of its not being understood,

the situation would automatically call for a more formal, explanatory speech style requiring that the slang be "translated" for the parent. This particular section was designed to elucidate whether parents are familiar with the slang items used by their college-attending children, and to indicate to what degree students are aware of their parent's familiarity with these expressions. Slang is characteristically intelligible only to initiates, and I wanted to discover exactly how much and which specific terms were transmitted to the parents (as once-removed affiliates to the University's linguistic community). Another interesting study (although not attempted here) would be to discover how much of the college slang is disseminated to the larger culture as a whole, perhaps beginning with the number of terms infiltrated into the city of Charlottesville, for example.

The social situations which I have fabricated in order to elicit occurrences of University slang, vary according to the relationship of the people involved, the medium of expression used, and the content of the communicative situation. Thus, Part I - Series A and B, should simulate an ambience of informal, oral communication among close friends and peers within the subculture. Part II - Series A, is a very formal, written situation where the student finds himself confronted with a hypothetical stranger who is not familiar with the University community, but whom he respects and is trying to impress. And Part III - Series A, fabricates a standard, "colloquial" environment where the student must become conscious of the social situations appropriate for his slang usage. These final questions, then, require him to juggle his responses with respect to the particular people involved in the communicative situation and the expectations of those to whom he is speaking. The dimension of "content" remains relatively stable throughout the questionnaire so that we may focus our attention on the "form" of the responses as they vary according to functional use and social situation. As expected,

my findings indicate that strict slang usage is limited to the first and third situations presented, although there is a host of academic vocabulary utilized in the formal interview situation. In essence, then, I have isolated two distinct, but interrelating, sets of college expressions. The nature of these findings will be discussed below in a comprehensive analysis of the collected data.

Questionnaire ~~Xxxx~~ III - Series C, was issued to 9 informants a week after Series A and B. (See Appendix C)[2]. It was composed in order to eliminate the "obvious" or "leading" answers which I felt were initially obtained in Series A and B. It was intended to elicit a comprehensive list of the most common slang expressions used by college students, and not those peculiar to one institution or to one region, (although lack of time and money to reproduce a large number of questionnaires prevented me from gathering data elsewhere than at the University of Virginia). The items on this questionnaire are subdivided into <u>academic</u> and <u>social</u> terminology. A denotative word or phrase is supplied which is intended to elicit slang responses. I have asked the students to mark those expressions which they think they learned <u>before</u> coming to college, in order to differentiate college slang (i.e., slang learned on campus[3]) from General American Slang. These responses are given below in order of frequency of occurrence.

DATA: COMPILED AND ANALYZED

<u>ACADEMIC</u>

1. To study extremely diligently for an examination.

*cram - 7	to crack the books - 1
hawk, hawking - 3	*grind - 1
pull an all nighter - 3	to book - 1
*work one's ass off - 2	*to study - 1

"Hawking" is the synonym for studying which I have found to be characteristic to student usage at the University of Virginia. From my data collected in April of 1974, I discovered that most of the U.Va. students either used the term or knew what it meant, while students from the Virginia Military Institute, Sweetbriar and Virginia Commonwealth University were totally unfamiliar with the expression.

2. An easy course.

*gut - 7	Basket Weaving 101 - 1
cake course - 2	joke - 1
a Mickey or a Mickey Mouse - 1	

3. A difficult college course.

*ass breaker, ass buster - 2	*hard as shit - 1
*a bitch - 2	ball-buster - 1
*tough - 2	*hard course - 1
bummer - 2	*killer - 1
*bear - 1	no joke - 1

Obscenities and vulgarities are used in relation to almost all negative or unpleasant situations encountered by the student, but profanity was used much less often by college women than by college men. Everyone was urged to frank in indicating what they have heard or use themselves to describe a difficult college course, but only one brazen young lady ventured "a bitch" to this question.

4. To miss class.

*skip - 6
*cut - 6
punt - 5

The terms "skip" and "cut" are probably brought along to college with the high school students. These words have become so universal and institutionalized that they can be considered to have joined the ranks of colloquial, standard speech.

5. To fail to pass an examination.

*flunk - 6	fuck it up - 2
*flag - 3	E it - 1
*fail - 2	
bomb - 2	

Almost any morph beginning with /f/ or relating in some manner to "total destruction" is used as a slang synonym for failing an exam.

6. The University Police Force.

Uni-cops - 6	Rent-a-pig - 1
*pigs - 3	*assholes - 1
*fuzz - 2	*jerks - 1
*police - 2	sekies (?) - 1
Rent-a-cop - 2	University Police Force - 1
cadettes - 1	*cops - 1

Negative connotations are reflected in many of the terms used to describe the police. Many of these terms, while current on college campuses, are also a part of standard speech and General American Slang.

7. A college athelete.

*jock - 8	pinhead - 1
BMOC- 1	airhead - 1
pork chop - 1	

The obvious impression of the college athelete is the guy with plently of muscles but no brain. In a campus environment, vocabulary is created to indicate degrees of social acceptability. BMOC - Big Man On Campus used to be a vital and thriving college term, although it has largely been replaced by "jock". Linguistically, many slang terms are developed through the process of word shortening. "jock" from "jockstrap" is an obvious example of this.

8. A student in his first year of study at the University.
   first-year man/student - 7
   *freshman - 4
   frosh - 3

Terminology such as "freshman", "sophomore", "first-yearman", "second-yearman", "undergrad(uate)", etc. cannot really be classified as true slang. Rather, these words are distinguished as the technical terms of academic life. As every profession has its own set of special vocabulary which is used to describe concepts and phenomena with which the profession is concerned, so too, colleges interlard their speech with a number of "technical" terms pertaining to the curriculum, the grading system, dormitory living, etc. Included in this category of technical terms are the designations for particular buildings, parts of the campus, terms associated with fraternity and sorority life, parties, games, teams, etc. Obviously, such terms vary considerably from campus to campus. I have dealt specifically with these coined expressions in my analysis of responses on Questionnaire--Series A and B, discussed later in this paper.

9. Wasting time.

*goofing off - 4	*loafing - 1
*fucking around - 4	lazing - 1
*hanging around - 1	lazing off - 1
*fooling around - 1	jerking off - 1
*sitting around - 1	dicking off - 1
*procrastinating - 1	punting - 1
bull-shitting around - 1	

Many of the words learned initially in high school take on added and distinct meanings in a college community (e.g., "jerking off", "punting"). In this way, they play a dual role in the lexicon. Slang words are often created by the linguistic extension of the meaning of ordinary lexical items.

SOCIAL

10. To go alone to a dance or social function.

*stag - 9	cruising - 1
on the make - 1	trolling for Tuna - 1

The majority of students use "stag" to mean 'going alone to a dance.' Others mentioned alternate, colorful expressions, all used with neutral or negative implications of "going in order to get picked up."

11. One who puts a damper on a party.

*party poop(er) - 9	*dud - 1
*wet blanket - 4	*fucker - 1
*drag - 2	*prude - 1
*drip - 1	

12. An effeminate young man, a sissy.

*fag, faggot - 9	sweet - 2
*queer - 5	a St. A's - 1
gay - 4	*weird - 1
*fairy - 3	*limp wrist - 1
GSU-er - 2	

Everyone felt that "fag" is the most common slang word used to designate this type of person. It was interesting to note that "a St. A's" was coined in order to evoke this connotation. St. Anthony's is a fraternity at U.Va. whose members are <u>generally</u> wealthy (snobbish) traditional southern gentlemen. Fraternities are often stereotyped in this way and these stereotypes are reflected in speech.

13. An unpleasant male date.

*jerk - 4	turkey - 2
*creep - 3	*drag - 1
*winner - 2	loser - 1
asshole - 2	nerd - 1
*beast - 2	

It is interesting to note that names of animals are often used to denote socially unacceptable people. Here, we find that the word "beast" is available with reference to an unpleasant male date. The speaker takes the liberty of substituting any number of animal names for this word; thus, "turkey," "turk", "nerd", etc. In #6 we noted that "pig" was used to designate a member of the University Police Force. One finds even more colorful, vivid terms in reference to a socially unacceptable female. Refer to item #16.

14. A very pretty female date.

looker - 3	*cute, cutie - 2
*dish - 2	*gem - 1
*doll - 2	*nice - 1
good girl - 2	beaut - 1

15. A very pretty girl who has sex appeal.

cutie - 2	Tuna - 1
a real piece - 2	peach - 1
*a hip chick - 1	looker - 1
*fox, foxy chick - 2	

Again note the extension of meaning associated with animal names--"fox," "chick," and "Tuna."

16. An unattractive female date.

*dog - 7	*whore - 1
*pig - 2	*winner - 1
peach-pit - 2	*loser - 1
*cow - 1	sweat hog - 1
*beast - 1	one timer - 1
*canine - 1	scrag - 1
*bitch - 1	scuzzy - 1
*dud - 1	U - chick - 1

16. (continued)

If a policeman is a "pig," an unpleasant male date is a "turkey," a sexy female date is a "fox", an unattractive female date is almost everything else--"dog, cow, (sweat)hog, canine, bitch, etc." Linguistically, this involves a common process of free variation in interchanging the names of smaller animals for socially unacceptable persons. "Peach pit" is a very recently-coined slang expression, which has been growing in popularity since its appearance in an infamous editorial in the school's newspaper earlier this year.

17. A female who is dated because of her lax sexual habits.

*whore - 3	one-nighter - 1
*loose - 1	an easy lay - 1
floose - 1	*hussy - 1
*hot pants - 1	

18. Drunk.

bombed - 6	crocked - 2
smashed - 4	plastered - 2
gone - 3	stoned - 2
fucked up - 3	wasted - 2
high - 3	buzzed - 1

There were at least 30 different responses tallied as slang references to "drunk." Many of them indicated different degrees of intoxication. For example, "tipsy, high and buzzed" are on one end of the scale, while"zonked, goobered, soused, ruined, or fucked up" are on the other. The inflectional ending "ed" added to virtually any morph could qualify as a synonym for "drunk."

Questionnaire - Series C was intended to elicit the slang which is current on the "campus" of the University of Virginia and to gauge the relative popularity of synonyms among the college students. In this sense, there were terms which were found to be quite stable among the student population (e.g., "gut", "jock" and "dog"), and others which varied considerably. It became clear, though, in the process of my project that the controlled-questionnaire approach which I used to collect my data has its share of disadvantages as well as advantages. Some of the advantages were: (1) it was easy to disseminate among the informants; (2) it gave me the opportunity to gather more student responses than I would have been able to otherwise with individual taped interviews; (3) having written, recorded data allowed for easier tallying and weighing of the responses; and most importantly, (4) I found people generally enthusiastic about filling out the questionnaire.

(They were fascinated with their own usage of slang, much of which they were unaware of, and everyone inquired as to the nature of my project.) But I did encounter some severe problems with the questionnaire-type approach of collecting lexical data. Firstly, it became virtually impossible to collect every example of slang used in a college community with one questionnaire. I realized this limitation almost immediately and tried to remedy it by disseminating a series of questionnaires, the last of which we have already discussed. I also dealt with this problem by collecting examples of academic vocabulary from the student newspapers, the yearbook, personal experiences, and just plain "keeping my ears open" (i.e., informal interviews). But even with the huge amount of data collected, I found it impossible to clearly distinguish between strict college slang, general American slang, and technical academic vocabulary; although I have tried to distinguish the former two by having my informants indicate those words which they brought to college with them as distinguished from those learned there. Even so, an informant's response is taken as highly tentative in this regard, since true assimilation into the college community weakens the memory about such things.

As previously stated, my purpose for preparing the initial Questionnaire (Series A and B), was not so much to compile a complete list of the current lexical items on campus; rather, it was to discover the social rules and norms for their use within the linguistic community (i.e., the University community), and furthermore, to present a tentative hypothesis regarding the distinct set of terminology utilized solely by the University of Virginia. What is the important role that a distinct "lingo" plays in the life of a "Virginia" college student?

The data listed in Table 1 (on the following pages) provides at a glance a comparative view of the responses obtained from students at the University of Virginia, the University of Pennsylvania and the Virginia Polytechnic Institute

TABLE 1

	April, 1976			February, 1974	
QUESTION	UNIVERSITY OF VIRGINIA	UNIVERSITY OF PENNSYLVANIA	VIRGINIA POLYTECHNIC INSTITUTE	UNIVERSITY OF VA.	OTHER SCHOOLS
#1	grounds - 16 campus - 1	Locust Walk - 4 campus - 2 college hall green - 1 Bio Pond - 1 butt - 1	Duck Pond - 5 drill field - 4 campus - 1	grounds - 6 campus - 1	campus - 2 parade grounds-
#2	third-year man - 4 third-year - 6 third-year student - 4 junior - 3 (qualified)	junior - 10	junior - 10	third-year man - 6 third-year student-1	junior - 2 second classman
#3	Mr. - 14 Professor - 3 Professor or Mr. - 1 (used interchangably)	Dr. - 4 Professor - 3 Mr. - 2 George - 1	Professor - 7 Mr. - 2 Dr. - 1	Mr. - 4 Dr. - 2 Professor - 1	Dr. - 1 Professor - 1 Colonel - 1
#4	bombed - 2 plastered - 2 drunk - 2 smashed - 2 gone- 2 trashed- 1 plowed - 1 fucked up - 1 wiped out - 1 kazooed - 1 goobered - 1 high - 1	loaded - 2 gone - 2 shit faced - 2 fucked up - 1 soused - 1 sloshed - 1 myself - 1	smashed - 3 drunk - 1 wasted - 1 sloshed - 1 out of it - 1 trashed - 1 bombed - 1 gone - 1	smashed - 3 trashed - 1 blasted - 1 drunk - 1	loaded - 1 drunk - 1 messed up - 1
#5	studying - 12 hawking - 5 booking - 1 working - 1 pulling some grades - 1	studying - 6 booking - 4	studying - 9 cramming - 1	hawking - 5 studying - 2	studying - 3
#6	toolies - 16 engineering students - 1	assholes - 3 engineers - 2 nerds - 2 terds - 1 eggheads - 1	engineers - 8 airheads - 1 nerds - 1	toolies - 7	engineers- 1 jerks - 2

TABLE 1 (continued)

	April, 1976			Februrary, 1974	
QUESTION	UNIVERSITY OF VIRGINIA	UNIVERSITY OF PENNSYLVANIA	VIRGINIA POLYTECHNIC INSTITUTE	UNIVERSITY OF VA.	OTHER SCHOOLS
#7	wahoo - 15 jackass - 1 idiot - 1	turkey - 2 preppie - 1 asshole - 1 wierd - 1 real Penn person - 1 fanatic - 1	real Hokie - 4 jerk - 1 turkey - 1 nerd - 1 alumnus - 1 pweet - 1 preppy - 1	wahoo - 5 turkey - 1 U-man - 1	rah-rah - 2 kangaroo - 1
#8	got a "C" on - 7 hooked - 2 blew - 2 passed - 2 screwed it up - 2 fucked it up - 2 bombed - 1	blew - 2 fucked it up - 2 hooked - 1 passed - 1 got the mean - 1 bombed - 1	C'd - 5 hardly passed - 3 did O.K. on - 1 blew - 1	hooked - 4 got a "C" on - 2 rode the curve - 1	got a "C" on - got through - 1 screwed - 1
#9	CD - 15 paper - 1 pencil (?) - 1	DP - 5 paper - 2	paper - 6 CT - 2 Collegiate Times - 2	This question was not included in the '74 questionnaire.	
#10	on the Corner - 13 at the Corner - 4 down on the corner - 1	at Stouffer - 3 down the hall - 2 next to the bridge - 1 by the Quad - 1 in my bedroom - 1 at my place - 1	around the corner - 2 on the hill - 2 near Pritchard - 1 near Slusher - 1 across the drill field and up the hill - 1 not far - 1	This question was not included in the '74 questionnaire.	
#11	T.J. - 7 Thomas Jefferson - 3 T.J or Mr. Jefferson - 2 Mr. Jefferson - 2 Tom - 2 Jefferson - 1	This question was not applicable to other schools.		This question was not included in the '74 questionnaire.	
#12 a.	pledged - 8 rushed - 7 joined - 3	(#11) a. pledged - 6 rushed - 2	(#11) a. pledged - 5 rushed - 2 barely slid by - 1 partied alot - 1	This question was not included in the '74 questionnaire.	

TABLE 1 (continued)

	April, 1976			February, 1974	
QUESTION	UNIVERSITY OF VIRGINIA	UNIVERSITY OF PENNSYLVANIA	VIRGINIA POLYTECHNIC INSTITUTE	UNIVERSITY OF VA.	OTHER SCHOOLS
#12 (con't)	b. frat - 13 fraternity - 4 house - 1	(#11) b. frat - 7 house - 2	(#11) b. frat - 9 fraternity - 1	This question was not included on the '74 questionnaire	
#13	roll or rolling - 17	SEX DRIVE - 1 going down the road - 1 panty raids - 1 Row Bottoms - 1 Harcum, Park-em and Fark-em - 1 Meat-market - 1	Radford girls - 3 pick-up - 2 weekly migration - 2 week-end exit - 1 seek and ye shall find - 1 VPI - 1	(#10) roll - 7	roll - 2 panty raid - 1
#14	old dorms, new dorms - 17	This question was not applicable to other schools.		This question was not included on the '74 questionnaire.	
#15	on the West Range - 9 on the range - 8 13 West Range - 2	This question was not applicable to other schools.		This question was not included on the '74 questionnaire.	
#16	townie - 16 redneck - 1	(#12) Philadelphian - 4 local - 1 local talent - 1 Flyer's Fan - 1	(#12) townie - 8 redneck - 1 native - 1	(#11) townie - 5 Charlottes-villite - 1 day-student-1	townie- 2 native - 1
#17	U-Hall, Mem-Gym - 16 U-Hall, Mem-Gem - 1	This question was not applicable to other schools.		This question was not included on the '74 questionnaire.	
#18	the Lawn - 16 the Range - 1	This question was not applicable to other schools.		This question was not included on the '74 questionnaire.	
#19	the "U" - 8 The University - 1 Virginia - 1 school - 2 Charlottesville - 3 C'ville - 2 the frat - 1	(#14) Penn - 3 school - 2 the House - 2 civilization - 1	(#14) Tech - 6 campus - 1 the frat - 1 the dorm - 1 the shit-hole - 1	(#9) The University- 3 Virginia - 2 U.Va. - 2 (#12) C'ville- 2 Hookville - 2 Charlottes-ville - 1	V.C.U. - 1 Sweetbriar - 1 Southern Seminary - 1 Richmond - 1 Sweetbriar - 1 the prison - 1

on Part I - Series A and B of my questionnaire. Also included is the data obtained from my previous study of February, 1974.[4] In this earlier project, using the University of Virginia as a control, I administered a Questionnaire (Appendix D) to seven students enrolled in the University, six in the College of Arts and Sciences and one in the School of Engineering. This data was compared with that collected from informants at other schools. I chose a student of engineering from the Virginia Commonwealth University in Richmond, a College of Arts and Science student from Sweetbriar College in Lynchburg, Va., and a College of Arts and Science student from the Virginia Military Institute located in Lexington. Even with this severly limited number of informants, I was able to tally the responses and confirm my hypothesis that each university community harbors its own unique set of academic lexical vocabulary. This might seem quite surprising in light of the proximity in physical distance of the four schools from which I obtained data. (VMI, VCU and Sweetbriar are located within a 60 mile radius of Charlottesville.) One might assume that the lack of geographical barriers would indicate increased cultural contact and therefore facilitate linguistic borrowing, (i.e., schools in close proximity would likely utilize similar vocabularies). Although the process of "borrowing" is evident for the widely-used term "roll," most of the other vocabulary elicited was mutually incomprehensible. I postulated, then, that the existence of a highly elaborate campus lexicon with a large number of words of unique occurrence is propogated at a particular school (in spite of numerous borrowing possibilities from near-by schools) because it serves to achieve a kind of group identity. That is, members of a particular linguistic community adhere to the "lingo" if they are to become accepted by their peers.

Having established through my first study that every school harbors its own distinct set of slang and technical terms, I could then focus my attention on

compiling those lexical varieties characteristic to a particular school. For the convenience that my own affiliation with the University afforded me, I chose the University of Virginia for the task of discovering an academic lexicon and for determining the social circumstances in which it is used.

It can be predicted from the data in Table 1 that the use of the word, "campus", would probably be frowned upon around the University of Virginia. In an informal interview I was told that the overwhelming majority of the students say "grounds" because it is a tradition at the University. And it seems that "traditions" are not something to be taken lightly around Mr. Jefferson's academic village. During the first week of college (Orientation Week), it is one of the primary duties of the Residential Staff to inform and disseminate among all entering students the "proper" terminology to be used during one's stay at Mr. Jefferson's University. These include such terms as "first-yearman, second-yearman,"etc., to be used in place of "freshman", "sophomore", etc. All professors, whatever their rank or degree of schooling are to be addressed by the title, "Mr." or "Mrs." And the founder of our illustrious institution is to be referred to strictly as "Mr. Jefferson." While the usage of such traditional terminology is not subject to strict enforcement, and variation does occur among the student population, my data strongly indicates that this restricted vocabulary has become an integral part of the speech of most students. As one student so aptly put it: "They drill it into you and you're chastised for not using it."

At first glance at the data, there seems to be a number of anomalous responses in the lot, but these incongruities were cleared up for me during some informal interviews where I directly queried about these aberrations. For example, the one young man who used the word "campus" did so purportedly to attack the staunch traditionalism of the University. (There are rebels lurking everywhere.) All

three of the students who utilized the term "junior" in question #2 (a standard word for designating a student in his third year of study) qualified their answers. They stated that they used the term to avoid misunderstanding in speaking to people who are unfamiliar with the academic life of the University. In other words, in wishing to be explicit and to avoid having to "translate", they automatically revert to the more standard terminology. This conscious act of translation indicates the speaker's awareness of choosing the proper lexical varieties to suit the occassion. Interestingly enough, though, there was also a variety of responses associated with the term "third-yearman". All of the women informants eliminated the sexual distinction by using the more neutral references, "third-year" or "third-year student". These findings further suggest a conscious awareness, at least among the women, of modifying the lexical varieties which are available to find the "proper" one for the occasion. It is pertinent to note that only two years prior to this survey, men and women alike rarely made a sexual distinction. The entrance and assimilation of women to the University can thus be seen as a strong stimulus for language change. Women were formally admitted in 1970. We have seen that their presence has already had an impact on terms designating class year, and can expect many more such distinctions to be made as the population of women at the University increases. Exactly how much the enrollment of women at the U. has affected the staunch traditionalism which has endured for more than a century is hard to say. But women are beginning to leave their mark, not only in the process of language change, but also in other needed "reforms" around the grounds.

Because the terminology specific to the University of Virginia must be taught to incoming students, it is considered quite formal in nature. Such expressions as, "the Men and Women of the University", "the Grounds of Mr. Jeffer-

son's academic village", and "the Graduation ceremonies for Fourth-year students" takes on a flavor of respectability in view of such alternatives as, "guys and gals", "coeds", "campus", or "the class of graduating seniors", which are prevalent among students at other schools. I even found much of this formal University terminology on several occassions in the school newspapers, the school catalog and even the city newspaper, The Daily Progress. Several of these items were used in describing University life and job experience by students in response to my Formal Interviewing Questionnaire (Part II-Series A); thereby substantiating the formal nature of these terms as opposed to more general slang which was not elicited by this particular section. These findings suggest that there exists a distinct set of linguistic expressions used by students at the University of Virginia which are formal in nature and are, therefore, considered "acceptable" by the society at large. In this sense, then, this unique and restricted set of academic terms possesses the same attributes of social acceptability as would a lexicon of professional jargon, for example. It seems that these words reflect a degree of education and intelligence which is commonly associated with the cultural experiences of a University. As such, they begin to take on an air of respectability. Linguistically, though, the terms, "coed", "junior", and "campus" are not very different from "women", "third-year man" and "grounds"; however, the attitudinal factors associated with them are quite distinct.

Returning to an analysis of the data on Table 1, we find that "hawking", as a synonym for "studying", seems to be dying out around the university community. This event is not surprising, since, on the whole, slang words tend to have a shorter life span than nonslang words. "Toolie" is a term apparently coined at and used exclusively by students at the University of Virginia. I find it a vividly descriptive word which manages to retain a semblance of respectability while avoiding the vulgarity and connotations of social unacceptability of those

synonyms used at U. Penn. and VPI. "Toolie" is not necessarily a pejorative term. There is no contention, though, that "wahoo" is used with negative connotations. Other schools seem to lack a similarly piquant term to describe their overly-spirited, zealously shcool-oriented students.

Many slang words are created through the process of shortening a standard colloquial term. Acronyms for the school's newspaper and the name of the school itself are examples of such a common process. Thus, as the data indicates, the CD is used in daily speech in referring to the Cavalier Daily at "Virginia", the "U", or "UVA", while DP is short for the Daily Pennsylvanian at "U. Penn." or "Penn", and CT for the Collegiate Times at "VPI", "Tech" or "VPISU".

I have suggested throughout this paper that slang terms are only used by those who are initiates to a particular group. We see then, that although fraternity and sorority life is an important part of most university communities, these organizations themselves classify as a subgroup within a subgroup. They, then, can be expected to house their own unique set of vocabulary pertaining to pledging, rishing, particular ceremonies, members, etc. My data bears this hypothesis out in showing that students unafiliated with a fraternal organization, refer to it generally as a "frat", while those who actually belong revel in the distinctiveness and the respectability afforded by the terms, "The House", "The Fraternity" or "The Fraternity House".

When young gentlemen at the University of Virginia travel to other schools for women, they "roll." Because the very meaning of the word implies a great deal of cultural contact, men and women at neighboring schools have come to borrow the term. Interestingly enough, VPI and U. Penn. have no particular word to describe this phenomenon, perhaps because "rolling" was not and is not a "tradition" as it is at U.Va. Some of the more interesting phrases which were coined off the

top of the head to express such a notion, were: "SEX DRIVE", "seek and ye shall find", "panty raids", "meat market", and "Harcum, Park-em and Fark-em". The variety of secondary terms which were used to describe the phenomenon of "rolling" supplies exemplary evidence for the basic linguistic tenet that languages differ in the way in which they encode ideas, but that all languages can express any and every conceivable notion. It is reasonable to assume that speakers of a language code into their language, with short primary expressions, those things that are important to their society. That is, the familiar things which are used and referred to daily are made easily accessible in a grammar. Even so, things which are not habitually referred to in a cultural community can still be expressed. One simply has to resort to circumlocutions. We have seen such a linguistic process here, as students at other schools found suitable (if not better) expressions to denote the unfamiliar concept of "rolling."

Throughout this paper I have been attempting to prove the existence of a truly distinctive "dialect" which is associated with specific college communities. If a student's speech is interlarded with an incalculable number of often vulgar and obscene expressions (e.g., the numerous synonyms for "drunk") which, through extension of meaning (i.e., "pot" and "grass" functioning as slang have different meanings than the same words in colloquial speech), are unintelligible to anyone but the initiates of the community; it also harbors a host of more respectable terms pertaining to local hangouts (e.g., "the Cave"), street names ("JFA"), buildings ("Mem-Gym", "U-Hall"), specific schools ("A" school, "Com" school, "CAS"), and abbreviated course names ("ENVI-SCI", "anthro", "PE"). By comparing and contrasting data from different schools, I was able to confirm that all colleges have their own peculiar buildings and landmarks as well as a host of distinct dialectical features which vary from campus to campus.

Part II - The Interviewing Questionnaire, fabricates a formal social situation for the informant who is thus forced to consider (1) the content, (2) the medium of expression and (3) the relationship of the participants involved, in deciding whether his slang is appropriate under the particular circumstances. The responses obtained to the Interview situation, for the most part, reflect the student's preocupation with maintaining the high academic standards of the University of Virginia, while taking full advantage of the festivities which the lively social atmosphere fosters; both of which are "traditional" attitudes at the U. Little slang and no obscenity was found in the data collected for this section. Acronyms, so common in everyday speech, were rarely used; and if so, were made explicit. Most "technical" terms were qualified (e.g., "Cavalier Daily, the school's newspaper", or "Thomas Jefferson, the school's founder and architect").

In contrast to Part II, Part III elicited some comments about the particular attitudes and judgments which are associated with much of a student's lingo. "Off-campus housing", "Infirmary", and "student union" "sound funny, almost foreign" according to one student. Many students stated that because of the traditions, they consciously chide those fellow classmates who use "improper" language. Comments such as these suggest the presence of a number of sociolinguistic rules and norms which are in wide-spread operation at the University. In spite of the importance placed on the usage of "proper" terminology, though, there are a number of words which have lost their ability to rally community spirit. "Wahoo-wah", for example, is used only sarcastically, (if at all), in referring to a fellow "'Hoo" who expresses too much school spirit. Most thought it a stupid expression. One can therefore predict its slow disappearance from among the distinguished lexicon of prestigious "UVA-isms." Thus, we see that language behavior does not always heed traditionalism at the University.

The final page of my questionnaire was illuminating in its blatant indication of the student's true assimilation into his linguistic community. Most of the students predicted that their parents would automatically know the meanings of most of the terms listed on page 8. In an informal survey of several parents, though, I found that the only words which they consistently knew were: "the Lawn", "Easter's", "The Corner", and "UVA". I can only conclude from this apparent incongruity that much of the academic vocabulary learned by college students has become such a well-established, ingrained part of their own standard dialects, that they are unaware that they may be using terms which are, in fact, unfamiliar to people from the "outside world" (parents, for example). In this event, then, one must logically presume that the students often err in applying the sociolinguistic rules associated with their academic vocabularies. I reject this conclusion, in favor of one that refutes the validity of my questionnaire in setting up valid social situations which might accurately depict a student's response in actual situations. Perhaps, it is only through an actual oral confrontation (where the context of the speech and the circumstance must be considered) that one may determine a student's knowledge and consistent application of those sociolinguistic rules which govern his academic lexicon, both within and without the linguistic community.

CONCLUSION

To generate slang, a group must be closely knit and removed enough from the dominant culture to evolve an extensive, highly personal and vivid vocabulary. A college community qualifies as such a group. A student's college vocabulary becomes intimately associated with the ingrained customs and daily routines of academic life. The words and expressions used for such activities become the

personal vocabulary of the group members giving prestige to the users by proving their acceptance and status in the group. At the outset of this project, I hypothesized that slang is used as a manner of achieving identification with a group. It should be conclusive from the data collected at the University of Virginia (as compared with that collected at other Eastern colleges), that the academic vocabulary of an institution is only fully intelligible to initiates. The private lexicon of colorful and vivid expressions serves not only to classify and describe the world that surrounds them, but also to set them apart from other schools and the rest of society. For the University of Virginia, this private idiom allows for the undisturbed preservation of traditionalism and the high academic ideals of its founder. That these traditions (and the lingo intimately associated with them) are waning nowadays is a result of the instability of college enrollment and the range of social backgrounds in attendance. No longer is U.Va. a school for young, southern Virginia gentlemen. Nevertheless, there are a number of more stable terms which cling on tenaciously--specifically those with reference to the geographical historicity of The University life. Tracing the etymology of these specific terms, which have been miraculously preserved and passed from class to class for who knows how long, would be an illuminating study in this Bicentennial year.

To recapitulate: this project was intended as a preliminary survey of the problems in the collection and sociological analysis of academic vocabulary. While concerning myself primarily with the slang and technical terms of the University of Virginia, the data warrants studies of a more inclusive nature. As noted, many of the slang expressions which are current at U.Va. are part of the common undergraduate speech at a great many colleges. In the absence of true systematic collections of slang at these colleges, generalizations cannot be made here. Part

of the problem in collecting data of this sort lies in the truly transient nature of slang. College slang changes from year to year as "seniors" graduate and new "freshman" enter the group, bringing in new words, coining others, and losing those which through overuse have lost their effectiveness and vitality. Although we have not been able here to tie down the vital idiom of American college youth, we are able to make some general statements about the nature of college slang, and that specifically at the University of Virginia. For example, while words indicating different degrees of intoxication may vary according to the ever-changing influx of students, drinking itself will not. This is because drinking is a tradition, as is "rolling," "hawking," and "partying on Easter's weekend." As these traditions have become institutionalized at the University of Virginia, so also have many of the terms which come to refer to them. This allows the students to hold onto their identity and retain their independence and diversity in the face of an ever-expanding community. Although it may be fallacious to postulate that U.Va. is unique in holding on tenaciously to a large number of distinct academic lexical items, it is safe to say that there are specific expectations or rules of conformity among Virginia students--expectations about an established distinctive idiom whose preservation goes hand in hand with the long heritage of cultural traditions and concepts associated with the University and its founder. For "the University is not merely a training institution; it is a way of life,"[5] whose distinctive mode of speaking reflects not only functional-communicative uses, but cultural and historical associations as well.

FOOTNOTES

[1]Alan Dundes and Manuel R. Schonhorn, "Kansas University Slang: A New Generation", p. 165.

[2]This questionnaire is a partial and modified version of the one used by Alan Dundes and Manuel R. Schonhorn in their 1963 Kansas University study.

[3]Refer to Lawrence Bancheiro and William L. Flinn, "The Application of Sociological Techniques to the Study of College Slang", pp. 50 - 57.

[4]I apologize for not being able to reproduce in the table the questions which stimulated the particular responses. Copies of the original questionnaires are located in the Appendices.

[5]University of Virginia Undergraduate Schools Catalog, 1972-73, p. 3.

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APPENDIX A

QUESTIONNAIRE - SERIES A, PARTS I, II, and III

QUESTIONNAIRE

PART I
(series A)

Name: _____

University: _____

School: _____

Year: _____

Sex: _____

Age: _____

Directions: Please fill in the following blanks, using your most casual, normal speech (i.e., that which you might use with your best friend).

1. The University of Virginia is located on a gorgeous track of land in Southwestern Virginia. The University's buildings are situated so as to make it easy for the students to commute to and from classes. One can revel in the "historicity" of the school since many of the original buildings have been preserved.

   On a beautiful spring day, you might say to a friend:

   "Let's take a walk around the _____ of the University."

2. Joe College returns to his home in Peoria, Illinois for Spring Break after having been away at school for 3 years. While home, he goes to the neighborhood grocery store one day on an errand for his mother, and there he runs into Mrs. Nellie Nosie, an old friend of the family.

   Mrs. Nosie: "Why could this be baby Joe!!? My how you've grown! What grade are you in now, son?"

   Joe College: "I'm a _____ at the University of Virginia.

3. My favorite teacher is George R. Pendleton, Associate Professor in the English Department at the University. Whenever I see him on the street I say:

   "Hi. How are you doing, _____ Pendleton?"

4. Most of the students at the University give the outward appearance of being studious, hardworking, diligent and conscientious. But the REAL fun-loving essence-of-the-undergraduate comes out at an ever-famous "beer party."

   If you attempt to make conversation with someone at one of these parties who has just guzzled 12 beers in the past hour, he may seem totally incoherent. If you question the beer-guzzler as to why he is not making any sense at all, he may reply:

   "Well, gosh, what do you expect? After 12 beers I am really _____!"

5. And yet there is that never-ending persecution of always having to write papers, attend classes and take exams. Some of the more diligent characters at the University will even turn down a beer party, perhaps using the following excuse:

"I can't go to the party tonight cause I've gotta do some real hard _____."

6. I once had a friend who was in the School of Engineering at the University of Virginia. Many people did not like this person. They used to say:

"Those _____ don't know anything!"

7. Occasionally, (and especially at sport's events) you may see a dedicated student around the University who prides his school and feels it appropriate to wear the school's colors. When we see a student boldly clad in bright orange pants and a navy-blue sweater, we may classify him as a _____.

8. Due to the University of Virginia's high academic standards, not many of its hardworking students make A's, but then very few make F's either. If someone makes an average grade on a test, he rightly feels that he has done his best.

Even so, Joe College was very upset when he received a "C" on his Psychology Mid-term.

Freddy Friend: "What did you make on your Psyc test, Joe?"

Joe College: "Well, in spite of all my studying, I just _____ it again."

9. Joe College has been eyeing a certain blonde in his Religion Discussion class for 2 weeks now, but has been too scared to speak to her. Today, while waiting for class to begin, he non-chalantly reads the school's daily newspaper in order to pass the time. He notices the blonde sitting idly in front of him, but occasionally glancing around for an unoccupied paper. Much to his amazement, the Blonde turns around to him and asks:

Blue-eyed Blonde: "Can I borrow your _____?"

10. After class, Joe musters up all his nerve and asks Blondie to have lunch with him at the Virginian Restaurant. She graciously accepts his invitation, but coyly queries: "Where is the Virginian Restaurant located?"

Joe answers: "It's _____."

11. Walking toward the Virginian Restaurant after class, the couple comments on the beautiful setting for the University -- the Rotunda with its Panetheon-style dome, the Pavillions with their flowering gardens and serpentine walls, etc. Even as they're passing the bronze statue of its founder, Blondie notes:

"We sure do owe a lot to good ole _____."

12. The University of Virginia proudly claims to be affiliated with 33 fraternal organizations and 2 sororities. The life in one of these organizations can be extremely hectic, yet lots of fun.

Joe belongs to Omicron Delta Kappa. He _____ when he was in his first year at the University.

At lunch, his blonde beauty queries:

"Which _____ do you belong to, Joe?"

13. Once Upon A Time, the University of Virginia was solely a Gentleman's school. One fine day, the restless men there decided that they desperately needed female companionship. To remedy the situation, they traveled many a mile to one of several women's colleges in the area. And thus began the ever-famous

_____.

14. A current concern of many students at the University is the shortage of housing facilities. Everyone knows that there is just not enough dormitory space for the entire student population. New students who are just entering the University for their first year of study, though, do not have that problem. They are guaranteed a room in either the _____ or the _____ _____.

15. We, at the University of Virginia, can proudly boast that some very famous people have attended throughout its long and distinguished history. Edgar Allan Poe was one such famous personality who came to the University in the early years of the 19th century. The room in which he resided during his years of schooling here has since been restored and can be viewed at will by any interested student or tourist. His room is located _____ _____.

16. It is common knowledge that the University of Virginia is situated at the Southernmost end of the city of Charlottesville. Yet, for many students, the mention of "Charlottesville" simply conjures up notions of the University itself. In essence, Charlottesville and the University of Virginia are synonymous for one and the same place.

But Charlottesville is a complete, self-sufficient, bustling city (although assuredly dependent financially upon the University community). According to students of the University, a native, born and raised in this city, is referred to as a _____.

17. Joe College has always been a swimmer. In High School he got his life-saving certificate and for three summers in a row has been a lifeguard at his community pool. On coming to college, he decided he was good enough to join the University's Swim Team.

    Willing to show off his talents (etc.) to his new-found girlfriend, (Blondie), he invites her to a Swim Meet one evening. Unfortunately, Blondie showed up at the wrong gymnasium. Joe forgot to tell her that the team usually practices at _____ because it is newer and nicer; but holds Swim Meets at _____ because it is more centrally located.

18. The most prestigious place to live at the University is _____, but these rooms are reserved for graduate students or for undergraduates who have been active in the University community and have kept up their grades.

19. A carload of drunken, down-hearted fraternity buddies are weaving their way back to school late one night after a big "outing" to Madison College. Joe is only one of a number of young gentlemen who feels ill and impatiently remarks to the driver:

    "How many more miles back to _____?"

PART II

1 year later....

Joe College is in his final semester at the University. He has been actively working for the staff of the school's daily newspaper and will be graduating in May With a Bachelor of Arts in English. His Cumulative Grade Point Average is 3.45 and he is hopeful of finding employment with his degree.

Tomorrow, Joe has scheduled an interview at the Office of Career Planning and Placement for a job as a reporter with the Peoria Daily Tribune. The Placement counselor has given him a list of questions which he will likely be asked by his prospective employer. Joe, being the diligent student he is, takes the form home and prepares answers to the questions he might be asked at the interview.

DIRECTIONS: Using the information you know about Joe College (and some ad-libbing, if necessary) prepare answers to the questions listed on the Interviewing Questionnaire.

INTERVIEWING QUESTIONNAIRE

FOR OFFICIAL USE ONLY

dept. 413

authorization for use None

Consid/not123

DO NOT WRITE IN THIS SPACE

PIM Form 606 MLF2218

DIRECTIONS TO APPLICANT: In answering the following questions, do not respond with a single "yes" or "no", but do not be too wordy either. Phrase your answers positively, but truthfully.

FULL NAME:

COLLEGE:

SCHOOL:

If still in college, your CURRENT YEAR:

ACADEMIC MAJOR:

DEGREE:

JOB OBJECTIVE:

1. In what type of position are you most interested?

2. What qualifications and experience have you had that will ensure your success in your chosen field of interest?

BACKGROUND INFORMATION

1. In what extra-curricular activities have you participated? (Clubs, fraternal organizations, school newspaper, student government, sports, etc.)

2. Have you ever been previously employed? What kinds of jobs have you held? (e.g., summer jobs)

3. Why did you choose to attend the University of Virginia?

4. What one thing will you always remember about the University?

PART III
- 7 -

As a student of the University of Virginia, (a) would you say the following sentences in the normal course of daily life? If not, (b) what would you say instead? (c) Could you readily imagine a fellow-student using these statements? (d) How about one of your parents? Comment!

1. I'm looking for off-campus housing.

2. When I was sick, I trudged on down to the Infirmary to see a doctor.

3. I go to Virginia.

4. I'm a sophomore.

5. Let's go over to the Student Union to buy the tickets for the concert.

6. I'm a reporter for the CD.

7. Wahoo-wah!!!

8. I think Thomas Jefferson was a dork!

9. He's wearing Top-siders.

10. I'm an O-Hill person.

Would you use the following terms in conversation with your parents? If so, leave the item blank. If not, how would you "translate" the following terms for them? (Use 1-word translations if possible).

1. A Mud-slide
2. A "CD"
3. The Lawn
4. ENVI-SCI
5. Pledge
6. The Cave
7. Cavs
8. T.J.
9. The Zone
10. Old U-ism
11. O-Hill Victim
12. Easter's
13. The Corner
14. The Cracker Box
15. UVA
16. JPA

APPENDIX B

QUESTIONNAIRE - SERIES B, PART I

QUESTIONNAIRE

PART I

(series B)

Name: _____

University: _____

School: _____

Year: _____

Sex: _____

Age: _____

Directions: Please fill in the following blanks, using your most casual, normal speech (i.e., that which you might use with your best friend).

1. _____ is located on a gorgeous track of land in _____. The University's buildings are situated so as to make it easy for the students to commute to and from classes. One can revel in the "historicity" of the school since many of the original buildings have been preserved.

   On a beautiful spring day, you might say to a friend:

   "Let's take a walk around the _____ if the University."

2. Joe College returns to his home in Peoria, Illinois for Spring Break after having been away at school for 3 years. While home, he goes to the neighborhood grocery store one day on an errand for his mother, and there he runs into Mrs. Nellie Nosie, an old friend of the family.

   Mrs. Nosie: "Why could this be baby Joe!!!? My, how you've grown! What grade are you in now, son?"

   Joe College: "I'm a _____ at the University."

3. My favorite teacher is George R. Pendleton, Associate Professor in the English Department at the University. Whenever I see him on the street I say:

   "Hi. How are you doing, _____ Pendleton?"

4. Most of the students at the University give the outward appearance of being studious, hardworking, diligent and conscientious. But the REAL fun-loving essence-of-the-undergraduate comes out at an ever-famous "beer party."

   If you attempt to make conversation with someone at one of these parties who has just guzzled 12 beers in the past hour, he may seem totally incoherent. If you question the beer-guzzler as to why he is not making any sense at all, he may reply:

   "Well, gosh, what do you expect? After 12 beers I am really _____!!!"

5. And yet there is that never-ending persecution of always having to write papers, attend classes and take exams. Some of the more diligent characters at the University will even turn down a beer party, perhpas using the following excuse:

"I can't go to the party tonight cause I've gotta do some real hard _____."

6. I once had a friend who was in the School of Engineering at _____. Many people did not like this person. They used to say:

"Those _____ don't know anything!"

7. Occasionally, (and especially at sport's events) you may see a dedicated student around the University who prides his school and feels it appropriate to wear the school's colors. When we see a student boldly clad in the school's colors, waving a pennant, and singing the school's alma mater, we may classify him as a _____.

8. Due to _____ high academic standards, not many of its hardworking students make A's, but then very few make F's either. If someone makes an average grade on a test, he rightly feels that he has done his best.

Even so, Joe College was very upset when he received a "C" on his Psychology Mid-term.

Freddy Friend: "What did you make on your Psyc test, Joe?"

Joe College: "Well, in spite of all my studying, I just _____ it again."

9. Joe College has been eyeing a certain blonde in his Religion Discussion class for two weeks now, but has been too scared to speak to her. Today, while waiting for class to begin, he non-chalantly reads the school's daily newspaper in order to pass the time. He notices the Blonde sitting idly in front of him, but occasionally glancing around for an unoccupied paper. Much to his amazement, the Blonde turns to him and asks:

Blue-eyed Blonde: "Can I borrow your _____?"

10. After class, Joe musters up all his nerve and asks Blondie to have lunch with him at the school's cafeteria. Much to his astonishment, she accepts his invitation, but coyly queries: "Where is the school cafeteria located?"

Joe answers: "It's _____."

11. _____ proudly claims to be affiliated with quite a large number of fraternal organizations and sororities. The life in one of these organizations can be extremely hectic, yet lot's of fun.

Joe belongs to Omicron Delta Kappa. He _____ when he was in his first year at the University.

At lunch, his blonde beauty queries:

"Which _____ do you belong to, Joe?"

12. Many people who attend the University come from other states or even from foreign countries. But more often one finds that many of the students who attend the University are natives of _____. When this native individual announces to a fellow student where he is from, he might reply:

"I'm a _____."

13. Once Upon A Time, the University was solely a Gentleman's school. The lonely men here decided that they desperately needed female companionship. To remedy the situation, they traveled many a mile to one of several women's colleges in the area. And thus began the ever-famous _____.

14. A carload of drunken, down-hearted fraternity buddies are weaving their way back to school late one night after a big "outing" to a near-by girl's school. Joe is only one of a number of young gentlemen who feels ill and impatiently remarks to the driver:

"How many more miles back to _____?"

APPENDIX C

QUESTIONNAIRE - SERIES C

SERIES C

University: _____

School: _____

Year: _____

Sex: _____

Age: _____

DIRECTIONS: For each denotative definition below, write as many slang equivalents you can think of (whether you yourself use them or not).

Put an "X" beside those words you think you might have learned and used before coming to the University.

Be frank and direct. Do not exlcude taboo words.

1. To study extremely diligently for an examination.
2. An easy course
3. A difficult college course.
4. To miss class.
5. To fail to pass an examination.
6. The University police force.
7. A college athelete.
8. A student in his first year of study at the University.
9. Wasting time.
10. To go alone to a dance or social function.
11. One who puts a damper on a party.
12. An effeminate young man, a sissy.
13. An unpleasant male date.
14. A very pretty female date.
15. A pretty girl who has sex appeal.
16. An unattractive female date.
17. A female who is dated because of her lax sexual habits.
18. Drunk.

APPENDIX D

QUESTIONNAIRE USED FOR PROJECT OF FEBRUARY, 1974

QUESTIONNAIRE

Name: _____

College: _____

School: _____

Year: _____

Sex: _____

Age: _____

Directions: Please fill in the following sentences, using your most casual, normal speech (i.e., that which you might use around your best friend).

1. The University of Virginia is located on a gorgeous track of land in Southwestern Virginia. The University's buildings are located so as to make it easy for the students to commute to and from classes. The layout is beautiful.

"Let's take a walk around the _____ of the University of Virginia."

2. Joe College returns home for Easter Vacation after having been at the University of Virginia for 3 years. He goes to the neighborhood Safeway one day on an errand for his mother and runs into Mrs. Nellie Nosie, who is an old, old friend of his mother.

Mrs. Nosie: "Why could this be baby Joe!? My how you've grown! What grade are you in now, son?"

Joe: "I am a _____ at the University of Virginia."

3. My favorite teacher is a Professor Pendleton in the English Department at the University of Virginia. Whenever I see him on the street I say:

"How are you doing, _____ Pendleton."

4. Most of the students at the University give the outward appearance of being hardworking, diligent, and conscientious. But one can discover the TRUE undergraduate at an ever-famous "beer party." If one approaches a young person who has downed 2 six packs at one of these parties, and attempts to talk with him, he may note a lack of coherence. If you question the beer-guzzler on why he is not able to make any sense---he may reply:

"Gosh, after 12 beers I am really _____!"

5. And yet there exists that never-ending persecution of always having to write papers, take tests, and read novels. Some of the more diligent characters at the university will even turn down a beer party with the ever-popular excuse that:

"I can't, I've gotta do some real hard _____."

6. I once had a friend who was in the School of Engineering at the University of Virginia. Many people did not like this person. They used to say:

"Those _____ don't know anything."

7. Occasionally, you may see a dedicated student around the University who prides his school and feels it appropriate to wear the school's colors. When we see a student dressed in bright orange pants and a navy-blue sweater, we classify him as a _____.

8. Because of the University of Virginia's high academic standards, not many of its hardworking students make A's, but then very few make F's either. If one makes an average grade on a test, he rightly feels that he has done his best.

Freddy Friend: "What did you make on your Psyc test, Joe?"

Joe: "Well, I _____ it again."

9. Joe College has been eying a certain blonde in his Religion discussion class for 2 weeks now. After class he usually frequents "the Grill." Today, he spots the blonde sitting alone at a table. He musters up all his nerve, approaches her, and asks:

"You go to _____ (name of school), don't you?

10. Once upon a time the University of Virginia was solely a gentleman's school. The poor men here at that time decided that they desperately needed female companionship. To remedy the situation, they traveled many a mile to one of several women's colleges in Southwestern Virginia. And thus began the ever-famous _____.

11. There are many diversified people, of all shapes, colors, and sizes who attend the University of Virginia. Many come from such far-away and glorious states as California and South Dakota. I, myself, have even run across several persons from India and Greece. But still a large part of the population of the University consists of individuals who have been born and raised in Charlottesville, Virginia. When asked where this native individual is from, he might reply:

"I'm a _____."

12. A carload of drunken, downhearted fraternity buddies are weaving their way back to school after a big "outing" to Madison College. One of the young gentlemen feels ill and impatiently remarks to the driver:

"How many more miles back to _____?"